DOCUMENT RESUME

ED 423 920 JC 980 385

AUTHOR	Henry, Thomas C.; Lovejoy, William H.
TITLE	Report to Joint Education Committee, Wyoming Legislature.
INSTITUTION	Wyoming Community Coll. Commission, Cheyenne.
PUB DATE	1997-10-20
NOTE	38p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Access to Education; *Accountability; *Community Colleges; Educational Assessment; Educational Planning; *Educational Quality; Educational Technology; Governance; *Institutional Evaluation; Institutional Mission; State School District Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS	*Wyoming Community College System

ABSTRACT

The Wyoming Community College Commission was established in 1951 as a result of a legislative act to extend the offering of higher education beyond the secondary level in qualified school districts. Seven community colleges were created by the Commission, resulting in a system that presently continues to serve thousands of citizens and their communities. This document consists of an October 1997 report from the Wyoming Community College System to the Joint Education Committee. It reviews the most recent study on the college system, performed in 1991 by MGT of America, Inc., which included a comprehensive management audit and educational needs assessment of each community college service district. This study helped clarify the missions of the community colleges and offered recommendations for future action. Also discussed in the body of this report are issues relating to governance, budget, programs, student transfer, dual enrollment, facilities, technology, partnerships, and current initiatives. The system aims to promote the delivery of high-quality, accessible, and affordable educational programs. Implementing strategic plan performance measures, promoting relationships, monitoring the effectiveness of technology, and documenting quality teaching and learning are directions to be pursued further in order to attain these goals. Tables of data cover transfer, headcount, enrollment, compensation, and costs. A map of outreach sites is provided. (EC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 423 920

Report to
Joint Education Committee
Wyoming Legislature

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY
F. Salih
2A TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

RC 020385

Wyoming Community College Commission

BEST COPY AVAILABLE

Wyoming Community College Commission

Report to
Joint Education Committee
Wyoming Legislature

October 20, 1997

Thomas C. Henry, Ph.D.
Executive Director and Adjunct Professor of Education,
Colorado State University and the University of Wyoming
2020 Carey Avenue, Eighth Floor
Cheyenne, Wyoming 82002
(307) 777-7763

Table of Contents

Executive Summary	i
The System	1
Review of Most Recent Study	3
Students	6
Programs	7
Personnel	12
Facilities	13
Wyoming Public Television	14
Education Technology	15
Fiscal	18
Review of Statutes	24
Future of the System	25
Exhibits	27

WYOMING COMMUNITY COLLEGE SYSTEM
REPORT TO THE JOINT EDUCATION COMMITTEE
Executive Summary

The System

1. How does the system work, and how efficient is it?
The system is working reasonably well given its two tier coordination and governance structure.

Review of Most Recent Study

2. Review the most recent study of the system
Progress has been made on virtually all of the recommendations of the MGT study, though further refinement is possible.

Students

3. What are the demographics of students—age, program majors, where do they come from, and where do they go?
Students served come from every corner of the state (and some from out-of-state) and represent all age groups. The average student is female and over the age of 24 years.

Programs

4. What is the status of course transfer, and what are the problems for the colleges and high schools which detract from sound student advisement?
5. Who needs to do what to address the problem?
Progress has been made in easing the transfer of students from the colleges to the University, and additional focused articulation planning between the high schools, colleges, and the University will result in further improvements.

6. What is the status of seamless curriculum planning?
7. What is the level of articulation between colleges and high schools in all areas, especially seamless content/program delivery?
High school to community college seamless curricular planning has traditionally been focused on vocational-technical program, and academic (general education) seamless planning is a recent endeavor—although there is a history of community college to university planning. Increased emphasis on seamless curricular initiatives will result from increased workforce development activities can likely be facilitated by telecommunicated distance education.

8. What is the status of the use of the postsecondary options act?
9. What use is made of dual credit and other credit options in the colleges and the high schools?
Dual credit, advanced placement, and similar arrangements for secondary students have become more common in recent years. New options for high schools students to earn postsecondary education credit need to be pursued.

17. Review the formula.
The formula distributes general funds to the colleges weighted by square footage, instruction, and operating budget allowances.

18. What are the comparative costs to deliver a Full-time Equivalent Student?
When compared to Mountain States regional and U.S. community colleges, the Wyoming colleges expend more per FTE in total Current Funds. Expenditures for instruction, academic support, and student services are comparable to those of the comparators, and the differences in expenditures per FTE appear to be in the support of physical plant and auxiliary enterprises

Review of Statutes

19. Review statutes and propose consolidation, revisions, or new statutes.
The existing statutes governing the Commission and the college districts appear fundamentally sound. There may be requested additions/revisions/deletions to the existing statutes in the ensuing biennium.

Future of the System

20. Where is the system going in terms of its roles at the state and local levels?
The goals of the Commission, the college system, Wyoming Public Television, and the partners are mutually inclusive in that each seeks to promote the delivery of high quality, accessible, and affordable education programs. Promoting relationships, implementing Strategic Plan performance measures, monitoring the effectiveness of technology, and documenting quality teaching and learning are some of the directions to be pursued as the Commission follows its mission of *Coordination, Advocacy, and Accountability.*

WYOMING COMMUNITY COLLEGE SYSTEM

REPORT TO THE JOINT EDUCATION COMMITTEE

Environmental Background

The System

1. How does the system work, and how efficient is it?

The Wyoming Community College System emerged as a result of legislation passed in 1945, the Junior College Bill. The act authorized any school district with an accredited four-year high school program to vote a levy up to two mills for junior college work. The Wyoming Community College Commission was established in 1951 when the Legislature passed an act to "extend the offering of higher education beyond the secondary level and set up a system of higher education through the establishment, enlargement, support, and maintenance of community colleges or through presently established and operating Junior Colleges and University Centers."

The legislation allowed for the creation of the current community colleges:

Casper College, Casper (1945)
Northwest College, Powell (1946)
Northern Wyoming Community College District, Sheridan (1948)
Eastern Wyoming College, Torrington (1948)
Western Wyoming Community College, Rock Springs (1959)
Central Wyoming College, Riverton (1966)
Laramie County Community College, Cheyenne (1968)

The Community College System consists of seven local college districts governed by elected boards of local trustees and coordinated by the Commission. Through W.S. 21-18-202 (a)(ii), the Commission is mandated to "Promulgate and adopt rules and regulations which will ensure the operation and maintenance of the community college system in a coordinated, efficient and effective manner and which will set forth all standards which will be used to review an application to establish a new community college district or used to review the necessity for existing programs or college districts."

In 1985, legislation further defined the role of the community colleges, and after a comprehensive management audit, additional responsibilities were assigned to the Commission in 1991.

The seven member Commission is appointed by the Governor with Senate approval for a term of four years with a two term limit. One Commissioner is selected from each of seven appointment districts designated in W.S. 9-1-218, with no more than three from a county with a community college and no more than four from the same political party.

The duties of the Commission, as outlined in W.S. 21-18-202, include: reviewing existing programs and districts, approving and disapproving academic and vocational-technical programs, implementing a management information system for composite community college data, administering the state support

Implication:

The system is working reasonably well given its two tier coordination and governance structure. The Commission has focused strongly upon improved communications within the system, improving the manner in which the system operates. The bottom line is that the Commission is coordinating a system of colleges which continues to serve well thousands of citizens and their communities.

(Exhibits A, B, and C, pages 27 - 32)

Review of Most Recent Study

2. Review the most recent study of the system

In 1991, MGT of America, Inc., a management and education research firm was contracted to conduct a comprehensive management audit and educational needs assessment of each community college service district. Community leaders, students, faculty, Wyoming employers, and adult members in each service district were surveyed on several facets of the Community College System. There were also separate reports on the relationship between economic growth and higher education in Wyoming, educational needs for the Wyoming community colleges, facilities, and the small business development centers. Several recommendations were made in the report for changes to the system. Summarized, the major points, and the status of responses, are:

A. Mission of the Community Colleges

i. Proposal to the Legislature for a statewide mission statement for the Community Colleges. [Community College System Strategic Plan, 1998-2002, page 2.]

The recommendation has been accomplished.

ii. Design and implement an institutional assessment process for each college.

The recommendation has not been fully accomplished, but is in progress.

B. State-Level Coordination of Community Colleges

i. The Wyoming Legislature should stress the importance of the Commission's requirement to meet all statutory mandates.

The Commission fully understands its need to comply with statutory mandates, and a comprehensive set of activities is taking place to ensure compliance. *Commission Rules* are being reviewed with the Management Information Systems chapter and part of Chapter 6, Programs, completed and signed by the Governor. In the next nine months, additional sections of the program approval, review, and termination rules will be updated. Other chapters related to definitions, Commission operations, and funding are now under review.

ii. The college trustees should recognize the state investment in the community colleges and acknowledge the Commission's role in state level coordination and planning.

The Commission operates using its policy on consultation. The Commission meets with college trustees at each Commission meeting, and the Executive Director and Dean of Instruction and Student Services have initiated a schedule of meeting with trustees at the local meetings twice a year.

ii. Community College Funding Process. The Commission should develop a single budget formula to request and allocate funding that would include recognition of components that follow the community college mission (i.e. ABE, economic re training) and not place all emphasis on credit enrollment for funding.

A single formula has been adopted by the Commission for the distribution of block grant funds to the colleges. The Commission is considering a budget request model that will further clarify the procedures involved in budget request and distribution.

iii. The Commission should propose to the Legislature a state policy for non-resident tuition which minimizes the state's investment in non-Wyoming students. A rate equal to three times the resident rate is suggested.

A tuition structure has been adopted by the Commission, providing for out-of state tuition at a rate three times that of in-state tuition. An agreement through the Western Undergraduate Exchange (WUE) provides a rate of 1.5 time in-state tuition for participating states.

F. Effectiveness of Resource Utilization by Community Colleges

i. The Commission should adopt facility planning guidelines and require the colleges to develop master plans for facilities that can be evaluated.

Facility planning guidelines have been adopted and are scheduled for further review and refinement. All colleges submit master plans for facilities.

ii. The colleges and the Commission need to define administrative positions and analyze the recent growth in these positions.

Local college districts are responsible for the definitions of their administrative position. The Commission has scheduled a study of staffing.

iii. The Legislature should provide funding to support the administrative computing system.

The Legislature provided $3.9 million dollars to initiate an administrative computing system underlying a management information system. That funding provided mainframe computers for each campus and initiated the use of Datatel Colleague software at Release 9. This year, the Commission upgraded the college computers—which were memory and storage bound in many cases—via a lease agreement for slightly less cost than the previous service agreement for the old computers. The Commission is now faced with upgrading the software to Release 14, an extensive and complex task. To support the upgrade, the Commission is requesting support in its Exception Budget Request for the 1999 2000 Biennium.

G. Governance of Higher Education in Wyoming

i. The Legislature should reaffirm the statutory mandate of the Commission to clarify the views of the trustees, college presidents, commissioners.

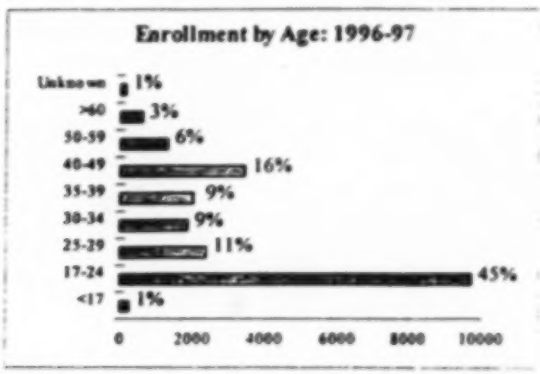
W.S. 21-18-202 clarified and established the responsibilities of the Commission.

ii. The Legislature should create a postsecondary education planning and coordination body.

The Postsecondary Education Planning and Coordinating Council, converted in

enrollment. The non-credit enrollment for the same academic year was 23,002, which put the total headcount enrollment for the community colleges at 44,708.

The breakdown by age and gender for students enrolled in credit programs is similar to what is has been in recent years. Sixty-two percent of the students were women in 1996-97. Over 53% of the students are over the age of 24, and almost 9% were 50 years old or older. The majority of the students (64%) attended part-time and 39% were enrolled for three credit hours or less. Academic programs accounted for 43% of the student headcount and 21% were enrolled in occupational programs. Integrated Postsecondary Education Data Systems (IPEDS) information reported for Fall, 1995, shows 11% of students declaring a business major, with other fields reporting 1 - 7%.



System level information about graduates or program completers has not been regularly accumulated. Individual colleges conduct student follow-up surveys, though results are not necessarily comparable. Currently in development as a consortium of the University, the Commission, the Department of Employment, the Department of Family Services, and under the aegis of the Workforce Development Council, is a labor market information system. Similar programs in Washington and Florida suggest that such a system will be invaluable in monitoring program completers from all agencies and providing outcomes information with which to evaluate programs.

Implications:

1. Students served come from every corner of the state (and some from out-of-state) and represent all age groups. The average student is female and over the age of 24 years.

2. Follow-up data on students served by the college system is limited and is a major focus for future activities since it is essential in determining the educational effects on students served by the system.

(Exhibit D, page 33)

Programs

4. What is the status of course transfer, and what are the problems for the colleges and high schools which detract from sound student advisement?
5. Who needs to do what to address the problem?

Students who return to Wyoming community colleges after attempting college in another state may need to retake courses or require additional coursework to meet program requirements. Some students are "reverse transfers," those who hold a bachelors or higher degree and return to college for specific skills or job development.

A number of activities and programs have been or are being instituted which seek to improve the transfer process. They include but are not limited to:

A. The University has designated specific faculty to assist transfer students and has provided staff development time to train advisors in assisting transfer students.

B. All community colleges use a common entrance assessment tool (Compass) and many Wyoming high schools have or will be using the same test with all or most of their junior and senior students. UW also uses Compass to assess the math proficiency of their entering students.

C. School to Work programs which focus on K-16 career counseling have the potential to significantly improve the advisement of students by providing them with actual work experiences and career information as a part of their school program.

D. Formalized meetings between like departments at the colleges and UW are used to discuss curricular and program requirements. A community college representative is a member of the University Curriculum Committee. Similar meetings between community college and high school faculty are taking place, with plans to expand the scope and frequency of those meetings.

E. A study is planned which will seek to provide information useful to improve services.

The basic infrastructure to facilitate the transfer process is in place with the Postsecondary Education Options Program, block transfers, tech-prep and the common course numbering system. The need is to continue the process of expanding and refining K-16 articulation, coordination and advising at all levels—state, service area, and local.

Implications:

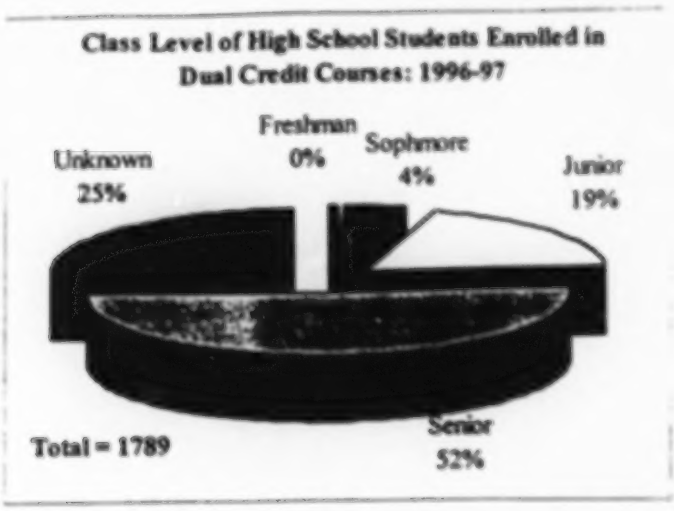
1. Progress has been made in easing the transfer of students from the colleges to the University.

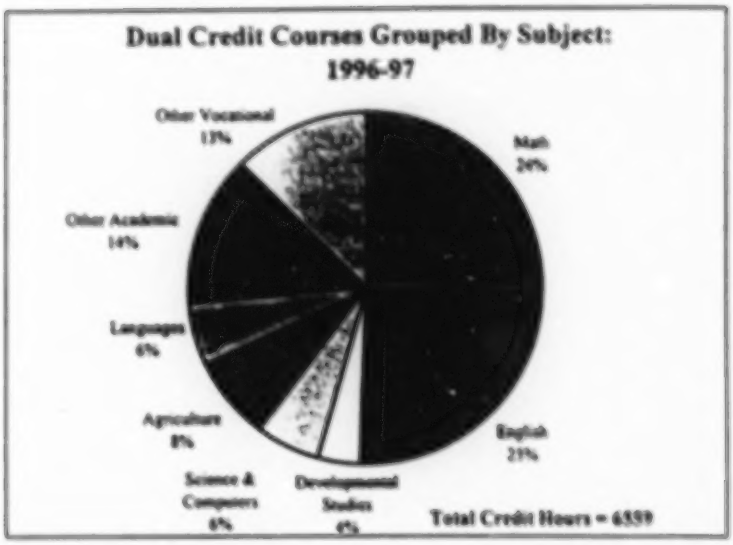
2. Additional focused articulation planning between the high schools, colleges, and the University will result in further improvements. Moreover, the success of transfer students will be studied.

(Exhibit E , page 41)

6. What is the status of seamless curriculum planning?
7. What is the level of articulation between colleges and high schools in all areas, especially seamless content/program delivery?

All colleges interact with local high schools in one manner or another to deliver college level courses to students in high school - interactions range from community college teachers delivering courses at local high schools to students receiving college courses through telecommunications at their high school to high school students taking college classes on their own. Tech Prep, funded with Perkins grants, is a



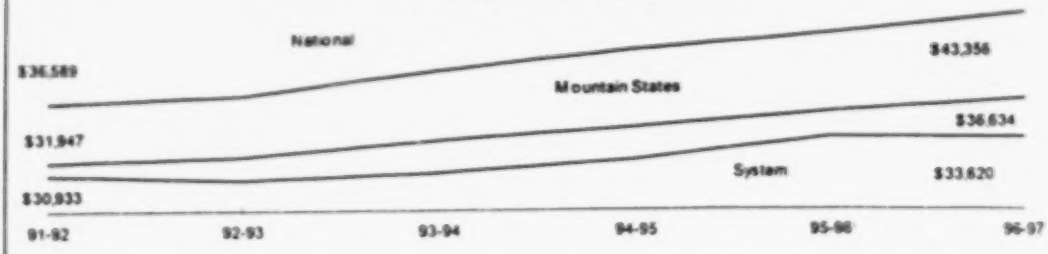


Another dual credit option for which data are available is Advanced Placement. Courses offered follow the same trend as with other dual credit courses. The majority of the courses are in English and Math. Experience in other states has shown that when college level classes are available to high school students the enrollment in AP classes tends to decline. While one year is too short to define a trend it should be noted the number of Wyoming students taking AP courses declined in 1996 while the number taking dual credit increased.

BEST COPY AVAILABLE.

Data for all groups is shown in the exhibit, but the information for faculty is typical and can be displayed as:

Faculty Salary Comparisons



The comparator group for Community College System faculty is the Mountain States Association of Community Colleges. For the national comparison, American Association of University Professors data, as reported by *The Chronicle of Higher Education*, were utilized.

Implications:

1. The system of colleges need to be more competitive in the salary and benefit packages they can offer their existing and potential new employees. The college system will need increased funding to accomplish this objective.

2. The issue of differences in average salaries between colleges is persistent, and local boards might examine the benefits to be gained by adopting similar criteria and salary schedules.

(Exhibit G, page 50)

Facilities

11. What is the relationship between what is being done in the Capital Construction Committee and what is being done in the college system in regard to facilities?

W.S. 21-18-205(c)(ii) requires the Commission to establish a contingency reserve account. Funding identified for the account includes not more than five percent of the total appropriation to the community colleges plus revenues under W.S. 39-6-306(b)(iv). Statute authorizes the Commission to distribute funds from the account to the colleges for shortfalls in local resources, enrollment impact, failure to meet bond payments, or emergency and preventative maintenance.

Under the Commission's *Emergency Repair and Preventative Maintenance Guidelines*, funding is provided during the first year of a biennium for emergency repair projects, and during the second year, for preventative maintenance projects. Under *Commission Rules*, each college submits a six-year Capital Construction, Property Acquisition, and Maintenance Plan in odd numbered years. In the current six-year period, maintenance projects totaling $22,065,619 have been identified, an average of $3,677,603 per year.

successful in producing programs of sufficient caliber for national distribution, thus fostering the state's economic development efforts by giving viewers throughout the nation a glimpse of life in Wyoming.

Stations Ranked By February Designated Market Area (DMA) Cumulative Growth*

Call Letters	Designated Market Area	State	1996 (%)	1997 (%)	Difference (%)
KCWC	Casper-Riverton	WY	18	27	9
WCVE	Richmond-Petersburg	VA	25	32	7
KUAC	Fairbanks	AK	53	60	7
WHRM	Wausau-Rhinelander	WI	25	32	7
WTVI	Charlotte	NC	17	21	4
WUNG	Charlotte	NC	14	18	4
KBTC	Seattle-Tacoma	WA	12	15	3
KOCE	Los Angeles	CA	7	9	2

* DMA values show the percentage of the population utilizing public television in the service area in a given week. Stations with two or more cumulative points differences were tested for statistical significance at the 95% confidence level. Only stations with significant difference are listed here. SOURCE: A.C. Nielson Company, 1997

The future holds both promise and challenges for Wyoming Public Television. The new digital television standard recently adopted by the Federal Communications Commission mandates a new interconnection and delivery system that will allow Wyoming Public Television to significantly expand its education offerings through the simultaneous delivery of multiple program streams. For example, it could simultaneously broadcast classes in French, chemistry, and calculus as well as Sesame Street. In order to meet this opportunity and challenge and to position Wyoming Public Television so that it is eligible for federal construction grants, it has requested money for an engineering study. The new, digital future for Wyoming Public Television lays the groundwork for significantly expanded educational offerings and services that help prepare the state's residents for the 21st Century.

Implication:

An engineering/utilization study, perhaps in conjunction with the Department of Transportation and law enforcement, is planned to examine the possibility for shared compliance with Federal Communications Commission digital requirements.

(Exhibit I, page 53)

Education Technology

13. How do we use distance education, what needs to be done, and what resources are needed?

In the broadest definition, distance education can be visualized as facilitating the delivery of instruction to any student who does not or cannot take classes at the traditional delivery site, ie, the college campus. This definition includes instructional delivery at outreach centers and other locations where traditional face to face classes are held. In fact, Wyoming community colleges serve thousands of students in this manner and are intended to expand direct services in coming years. A more narrow definition of distance

E. Educators must learn to access and incorporate a wide variety of resources for instructional support, research and administration.

F. Students of all ages and backgrounds must be active in the pursuit of resources to build individual and concurrent knowledge communities.

Community college service regions and the concept of "regional service centers" in support of the use of technology to enhance the delivery of education is the foundation of the Wyoming Education Technology Plan. The purpose of each center is to provide technical assistance by:1] promoting partnerships and cooperative ventures; and 2] effectively accessing and disseminating state, regional, and local resources. Regionalizing Wyoming's educational technology efforts will help assure that all public education entities are cooperatively and jointly developing objectives and strategies to meet the state technology goals established by the Technology in Education Panel.

Regional consortia already offer an example of what can be accomplished when school districts and community colleges cooperate to provide increased educational opportunities to both high school and college students.

Several consortia offer a wide range of courses over video teleconferencing systems. This highly flexible and relatively inexpensive system allows courses to be delivered over ordinary telephone lines and scheduled out of the respective college campus. One consortium, as an example, involving a community college and five regional high schools is currently connected by such a system. By the end of 1997, the number of participants will grow to eleven sites, including four additional high schools, two community college outreach locations connected via the State System, and one state institution. Without the assistance of a grant or other special resources, all participants have contributed to funding the system, including the hiring of support personnel and the purchase of equipment.

High schools benefit by sharing instructional resources and offering both high school and dual credit courses to each other. The colleges benefit by offering dual credit courses to high school students and a greater number of college classes, including in the not-too-distant future, full-degree programs to outlying communities. All participants benefit by being able to access talented instructors located anywhere in the region.

Technical difficulties are a part of the challenge. Collaboration and cooperation are just as important as adjusting to the technology. For example, scheduling courses that mesh with differing school calendars has been an unexpected challenge. Another challenge has been the realization that new technology requires more personnel support than initially estimated.

Despite these challenges, all participants generally agree that the current and potential benefits of telecommunicated distance education outweigh some of the start-up problems. The systems have been found to be not only an effective means of course delivery but also a mode of delivering quality instruction. The consortia look forward to further growth and development and plan to build on initial successes and represent an important step in laying the groundwork for regional technology centers as envisioned in the Wyoming Education Technology Plan.

The resources required to support expansion of telecommunicated delivery systems are part of the developing state technology plan, and the Community College System is working closely with the agencies and councils involved in developing the plan.

capital expenditures are central to developing the request. Likewise, the revenues from institutional and local sources—and their projections into future years—are important since, by statute, the projected budget less the local resources produces the standard budget State Aid request.

At the college level, administrators and governing boards determine their priorities for spending based on the amount of resources available. Each college has its own process, but in times of constrained budgets, priority-setting can be difficult. Some colleges close down programs that may be weak in order to devote resources to promising new programs. Frequently, facilities maintenance is deferred in order to meet more pressing needs.

16. How is the budget developed?

For the 1999-2000 State Aid Exception Budget Request, a large group meeting of executive, academic, administrative, and planning personnel from the seven colleges was convened by the Executive Director. The group participated in an exercise of identifying, then prioritizing, the major fiscal needs of the community colleges. The top two of eight identified needs—salary enhancement and new instructional support equipment—emerged from the process and became the priority State Aid items for the Commission's Exception Budget Request. A third item—Program Investment (funding to cover inflationary increases in operating expenses)—will be considered for the Exception Budget by the Commission in October.

For the college system, agency staff identified support for the colleges' administrative computing system—especially the impending requirement to implement Release 14 of the Datatel Colleague software—as the most pressing budgetary issue. In support of the system-wide administrative computing—which will provide input to Commission databases as well as providing daily college business operations—an additional programmer, added professional development for staff, and training funds for college personnel are necessary. Also for the colleges as a system, added budget authority will be necessary to allow for the expansion of jobs skills training centers to an additional five colleges.

For the State Aid Standard Budget Request, the budget request model was applied. The first step is to **establish the former biennium base**, combining information from the seven colleges' adopted operating funds budgets. (At the time of this writing, final adoption of the following model by the Commission is pending.)

Expenditures	
Salaries (last year of previous biennium multiplied by two)	85,997,822
Benefits (last year of previous biennium multiplied by two)	22,335,534
Operating Expenditures (Total of both years of previous biennium)	30,859,959
Capital Outlay (Total of both years of previous biennium)	3,801,226
Transfers	445,766
Unbudgeted Budget Authority	1,779,074
Sub-total	145,219,381
Added	
New Square Footage and Formula FTE	824,541
State Policy - 90% of salary comparator groups	1,385,176
State Policy - 15% of inventory for equipment replacement	2,166,024
Sub-total	149,595,122

cases). Further, the FTE enrollment is broken down by level (Level I = classroom, Level II = laboratory, Level III = high tech, Level IV = general allowance), and each level has a weighting factor.

The operating allowance is distributed by Formula FTE, with a provision for a basic weighted allowance for each college (200 FTE times 2.4). The result is:

	Square Footage	Instruction	Operating	Total
Casper	4,508,024	16,520,660	10,043,156	31,071,840
Central	2,110,306	6,083,611	4,564,832	12,758,749
Eastern	1,494,880	4,813,988	3,840,750	10,149,618
LCCC	4,082,644	13,542,647	8,973,872	26,599,164
Northwest	3,396,508	8,979,680	6,363,810	18,739,997
Northern	2,452,361	9,638,348	6,588,332	18,679,042
Western	4,079,718	9,765,933	6,776,368	20,622,019
System	22,124,441	69,344,868	47,151,120	138,620,428

The new base, then, provides coverage for expanded square footage, new Formula FTE, and new policies regarding salary and equipment replacement. To this distribution of funding, each college adds back its particular continuing education, community service, and other funding.

(Exhibit M, page 59)

18. What are the comparative costs to deliver a Full-time Equivalent Student?

For comparative purposes, information from the National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) was utilized. The most recent year of data available is 1995-96, but the consistency of data definitions across institutions is an important enough consideration that year-old information is preferable (and later information from a wide array of colleges is difficult to obtain).

For the comparison among two-year public institutions, the seven community colleges comprise the Wyoming data, 63 regional institutions make up the Mountain States data, and 805 community colleges compose the U.S. data. The Wyoming colleges are included in the Mountain States group, and the Mountain States are included in the U.S. data.

IPEDS collects enrollment information in the fall only, and to determine Full-time Equivalency, the full-time headcount is added to the part-time headcount divided by three, a technique in common usage by researchers using IPEDS data. The same methodology is applied to all institutions in the database so that the comparisons are equivalent. For the seven Wyoming community colleges, the IPEDS mean FTE enrollment for Fall 1995 is 1,630.

(The Commission Enrollment Report for 1995-96 shows total FTE at 14,091, or a mean of 2,013 FTE. This is based on Wyoming statute, in which 12 credit hours a semester equals one FTE. To compare nationally, a conversion to 15 credit hours equals one FTE is required. Converting 14,091 FTE to the 15-hour definition results in a total FTE count of 11,273 total FTE, or a mean of 1,610, which is relatively close to the Fall-only methodology of 1,630.)

D.	Wyoming Mean	CF %	Mountain Mean	CF %	U.S. Mean	CF %
Instruction	5,186,000	38.8%	8,502,000	40.2%	10,029,000	41.1%
Public Service	109,000	.8%	420,000	2.0%	489,000	2.0%
Academic Support	906,000	6.8%	1,606,000	7.6%	1,769,000	7.2%
Student Services	1,097,000	8.2%	1,858,000	8.8%	2,192,000	9.0%
Institutional Support	1,728,000	12.9%	2,420,000	11.4%	3,207,000	13.1%
Operation of Plant	1,717,000	12.9%	1,738,000	8.2%	2,158,000	8.8%
Scholarships	1,306,000	9.8%	1,319,000	11.0%	2,732,000	11.2%
Auxiliary Enterprises	1,301,000	9.7%	1,644,000	7.8%	1,396,000	5.7%
Total Current Funds	13,361,000	100.0%	21,163,000	100.0%	24,398,000	100.0%

Of the total funds available, Wyoming community colleges spend about 1% less than the regional group and about 2% less than the U.S. group on instruction. The comparator groups also spend about 1% more of their total funds on public service. Slightly less of the total funds available are expended on academic support and student services in the Wyoming colleges than the comparators. The institutional support expenditure percentage for Wyoming colleges is between that of the regional and U.S. schools. Plant operations expenditures are higher (over 4% greater than the U.S. colleges). The percentage of funds devoted to scholarships is slightly lower than the peer institutions. The funds devoted to auxiliary enterprises are also higher than the comparators, almost 2% greater than the regional institutions and 4% greater than the U.S. group.

Expenditures per FTE in major categories are:

E.	Wyoming Expend. per FTE	Mountain Expend. per FTE	U.S. Expend. per FTE
Instruction	3,182	3,066	3,221
Public Service	67	151	157
Academic Support	556	579	568
Student Services	673	670	704
Institutional Support	1,060	873	1,030
Operation of Plant	1,054	627	693
Scholarships	802	836	877
Auxiliary Enterprises	790	593	448
Total Current Funds	8,196	7,631	7,835

In instruction, academic support, and student services, the Wyoming colleges are almost equivalent to the Mountain States and U.S. colleges. In public service, the Wyoming colleges spend $67 per FTE, less than half of the regional and U.S. groups. For institutional support, Wyoming colleges are slightly above the U.S. group and $187 per FTE above the regional colleges. Operational costs for physical plant are a concern, with Wyoming colleges spending $427 per FTE more than the regional colleges and $361 per FTE more than U.S. colleges. Scholarship expenditures are below those of the region and of the U.S., reinforcing the need to examine financial aid in search of, perhaps, more federal funding. Expenditures per FTE for auxiliary enterprises are nearly $200 above the Mountain States and $332 greater than the U.S. For total Current Funds, the Wyoming colleges expend $565 per FTE more than the regional schools and $361 per FTE more than the U.S. community colleges.

Future of the System

20. Where is the system going in terms of its roles at the state and local levels?

The relationships within the Community College System have evolved. Commissioners meet regularly with college trustees for open discussions. The college presidents, working with Commission staff, play a crucial role in providing counsel to the Commission through the Executive Council.

This collaborative process is essential as the Commission shapes a statewide vision for the colleges and public television, balancing institutional and broader public interests as it fulfills its coordination charge.

Partnerships

Beyond the coordination role, the Commission promotes the building of cooperative ventures with public and private partners. The ex-officio members of the Commission, the Honorable Jim Geringer, Governor, and Judy Catchpole, Superintendent of Public Instruction, provide strong leadership in partnering.

Continuing and formal partnerships in the sharing of information, technology, and services will be vital in a time of constrained resources. The Commission fosters cooperative arrangements with the University, Wyoming Public Television, and the Department of Education. The Department of Family Services and the Department of Employment are agencies which can dovetail with the Community College System in the sharing of information and programming. The Commission has taken an avid interest in the work of the Workforce Development Council and projects related to economic development.

At the national level, work with such bodies as Western Governors University, the Western Interstate Commission on Higher Education, Education Commission of the States, and the State Higher Education Executive Officers Association keep the Commission aware of national priorities and brings the work of other states to the table whenever appropriate. The effort is to avoid duplicating work when it is not necessary.

Current Initiatives

In its effort to better understand the system of colleges as it stresses coordination, advocacy, and accountability, the Commission has identified important work projects. Commission committees and/or staff are pursuing a review of Rules to ensure their conformance with statute and practical application, defining standards for efficiency and effectiveness, reviewing credit instructional programs, defining standards for review of college districts, implementing a comprehensive management information system, and upgrading computer software to better serve students, the System, and the state.

Studies

Special studies have been identified and scheduled to provide the System and state interests with essential information about the operation of the colleges. Concurrent student enrollment, staffing,

Wyoming Community College System Outreach Sites

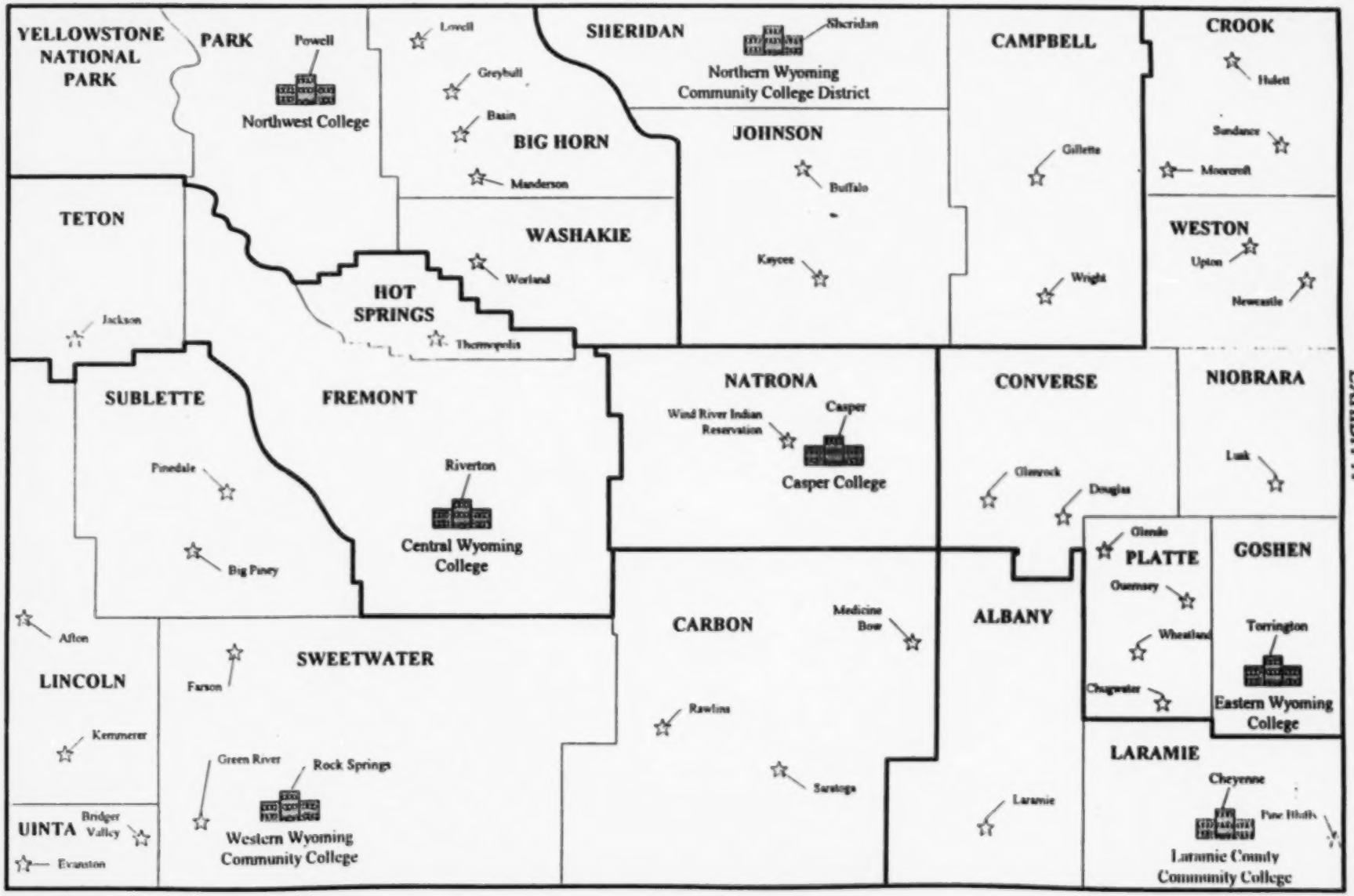


EXHIBIT A

27

20

BEST COPY AVAILABLE

21

EXHIBIT C

WYOMING COMMUNITY COLLEGE SYSTEM
MASTER CALENDAR- FY'98

JULY, '97

30 June - 2 July Alpha Implementation
4 Independence Day/Holiday for all
14 Executive Council Meeting - Casper
15 Academic Affairs Council Mtg. - Casper College
16 CC, CWC, EWC, LCCC, NWCCD, NWC & WWCC - Board of Trustees Meeting
19-22 NACUBO Annual Meeting - Boston
23 Cheyenne Day - State employees off in afternoon
26-29 SHEEO Annual Meeting - Seattle
30 Mountain State Assoc. Meeting - Sheridan

AUGUST, '97

7-8 Commission Mtg.-NWCCD, Sheridan
11 NWC Board of Trustees Meeting
12 EWC Board of Trustees Meeting
13 Computer Center Director's Mtg. - Casper Outreach
14 Administrative Services Council Mtg. in Casper
19 CC Board of Trustees Meeting
20 LCCC Board of Trustees Meeting
21 NWCCD Board of Trustees Meeting
22-23 UW Board of Trustees Meeting
27 CWC Board of Trustees Meeting
28 WWCC Board of Trustees Meeting

SEPTEMBER, '97

1 Labor Day/Holiday for all
3 LCCC Board Study Session
8 NWC Board of Trustees Meeting
9 EWC Board of Trustees Meeting
11-12 Executive Council Retreat in Lander
16 CC Board of Trustees Meeting
17 CWC & LCCC Brd of Trustees Mtg
18 NWCCD Board of Trustees Meeting
22 Student Services Council Mtg.-Casper
22-23 State Board of Education Mtg-Chey.
25 WWCC Board of Trustees Meeting
25-26 Academic Affairs Council Mtg. - UW Fall Conference in Laramie
26-27 UW Board of Trustees Meeting

OCTOBER, '97

1 CWC Joint/Board Foundation Mtg.
1 LCCC Board Study Session
8 Computer Center Director's Mtg. - Casper Outreach
12-15 League for Innovation - Atlanta, GA - Information Technology
13 NWC Board of Trustees Meeting
13 CWC Holiday/Fall Break
13 OR 14 CC Holiday/Fall Break
13-14 JEC Meeting - EWC Auditorium
14 EWC Board of Trustees Meeting
15 CWC & LCCC Board of Trustees Meeting
15-16 Commission Mtg.-EWC, Torrington
16 NWCCD Board of Trustees Meeting
16-17 Community College Conference - EWC, Torrington
16-18 ACCT Annual Convention - Dallas
16-19 EWC Fall Recess
17 WWCC Fall Break
18-20 NWC Fall Break (not a college holiday)
20-21 NWCCD Fall Break
21 CC Board of Trustees Meeting
23 WWCC Board of Trustees Meeting

MARCH, '98

TBD State Board of Education Mtg-hometown of Teacher of the Year
1-8 NWC Spring Break (not a college holiday)
4 LCCC Study Session
9 NWC Board of Trustees Meeting
9-10 OR 12-13 CC Holiday/Spring Break
9-13 CWC Spring Break
10 EWC Board of Trustees Meeting
12-13 NWCCD Spring Break
13 Executive Council Meeting - Casper
13-14 UW Board of Trustees Meeting
16-20 WWCC Spring Recess (college open - classes excused)
16-22 EWC Spring Recess
17 CC Board of Trustees Meeting
18 CWC & LCCC Brd of Trustees Mtg
19 NWCCD Board of Trustees Meeting
26 WWCC Board of Trustees Meeting
28-31 NCA Annual Meeting - Chicago, IL

APRIL, '98

1 LCCC Board Study Session
2-3 Commission Mtg.-WWCC, Rock Springs
8 Computer Center Director's Mtg. - Casper Outreach
10 Good Friday Holiday (CC)
10-13 CWC, EWC, NWCCD, NWC and WWCC Easter Holiday (not a college holiday for NWC)
13 NWC Board of Trustees Meeting
14 EWC Board of Trustees Meeting
15 Student Services Council Mtg.
15 CWC Board Study Session
15 LCCC Board of Trustees Meeting
16 NWCCD Board of Trustees Meeting
16-17 Academic Affairs Council Mtg. - Spring Conference at EWC in Torrington (tentative)
21 CC Board of Trustees Meeting
22 CWC Board Study Session
23 WWCC Board of Trustees Meeting
25-28 78th AACC Annual Conv. - Miami
29 CWC Board of Trustees Meeting

MAY, '98

6 LCCC Study Session
6 NWC Graduation
7-8 UW Board of Trustees Meeting
8 CWC Commencement
11 NWC Board of Trustees Meeting
12 EWC Board of Trustees Meeting
14-15 Commission Retreat
15 CC, Gillette and WWCC Commencement
16 EWC & Sheridan Commencement
17-20 38th Annual AIR Forum - Minneapolis, MN
19 LCCC Commencement
19 CC Board of Trustees Meeting
20 CWC & LCCC Board of Trustees Meeting
21 Administrative Services Council Mtg. in Casper
21 Academic Affairs Council Mtg. in Casper (tentative OR will be June 1)
21 NWCCD Board of Trustees Meeting
25 Memorial Day - State Holiday (CC, LCCC, NWC & WWCC)
28 WWCC Board of Trustees Meeting

JUNE, '98

1 Academic Affairs Council Mtg. (tentative OR will be May 21)
3 LCCC Study Session
3-6 ACCT Combined Western/Pacific Region Meeting - Sun Valley, Idaho
5 Executive Council Meeting - Casper
8 NWC Board of Trustees Meeting
8-9 State Board of Education Mtg-Rock Springs
9 EWC Board of Trustees Meeting
10 Computer Center Director's Mtg. - Casper Outreach
16 CC Board of Trustees Meeting
17 CWC & LCCC Board of Trustees Meeting
18 NWCCD Board of Trustees Meeting
23-24 Commission Mtg.-CWC, Riverton
25 WWCC Board of Trustees Meeting

WYOMING COMMUNITY COLLEGE SYSTEM

Enrollment Report
1996 - 1997 Annualized

College	Credit Headcount				Credit FTE			
	Full-time	Part-time	Total	Percent	Full-time	Part-time	Total	Percent
1	2	3	4	5	6	7	8	9
Casper	1918.5	2293.5	4212.0	19.4%	2413.8	854.4	3268.2	22.9%
Central	732.0	1487.5	2219.5	10.2%	902.0	449.5	1351.5	9.5%
Eastern	512.0	1330.5	1842.5	8.5%	678.9	339.5	1018.4	7.1%
LCCC	1274.0	3678.0	4952.0	22.8%	1573.1	1197.8	2770.9	19.4%
Northwest	1241.5	850.5	2092.0	9.6%	1670.5	238.5	1909.0	13.4%
Northern	1044.0	2237.5	3281.5	15.1%	1317.9	686.1	2004.0	14.0%
Western	1020.0	2085.5	3105.5	14.3%	1311.3	664.7	1976.0	13.8%
Total	7742.0	13963.0	21705.0		9867.5	4430.5	14298.0	
Percent	35.7%	64.3%			69.0%	31.0%		

Source: Wyoming Community College Commission Date: 7/22/97

WYOMING COMMUNITY COLLEGE SYSTEM

Credit Headcount By Age
1996 - 1997 Annualized

College	<17	17-24	25-29	30-34	35-39	40-49	50-59	>60	Unknown
1	2	3	4	5	6	7	8	9	10
Casper	54.0	2089.5	557.5	325.0	306.0	502.0	175.5	186.5	16.0
Central	44.0	868.0	216.5	197.5	222.0	431.0	173.5	59.0	8.0
Eastern	31.5	818.0	133.5	117.0	160.5	342.0	158.5	70.5	11.0
LCCC	37.0	1838.5	677.5	538.0	518.0	805.5	338.5	129.0	70.0
Northwest	8.0	1282.0	175.5	135.0	111.0	233.0	98.0	45.5	4.0
Northern	51.5	1459.5	332.0	286.0	324.5	558.0	194.0	74.5	1.5
Western	36.5	1375.0	287.5	253.5	362.5	546.0	168.0	56.5	20.0
System	262.5	9730.5	2380.0	1852.0	2004.5	3417.5	1306.0	621.5	130.5
Percent	1.2%	44.8%	11.0%	8.5%	9.2%	15.7%	6.0%	2.9%	0.6%

Source: Wyoming Community College Commission Date: 7/22/97

WYOMING COMMUNITY COLLEGE SYSTEM

Credit FTE by County*
1996 - 1997 Annualized

County	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	County Total
1	2	3	4	5	6	7	8	9
Albany	10.5	3.2	5.9	282.6	7.2	3.9	1.9	315.2
Big Horn	13.1	3.9	1.4	1.8	216.7	15.6	0.8	253.3
Campbell	70.9	8.3	6.2	5.4	35.6	760.9	3.8	891.1
Carbon	71.2	13.5	9.9	22.1	11.5	7.0	106.1	241.3
Converse	143.9	5.1	124.8	3.8	17.7	13.7	0.0	309.0
Crook	18.7	4.2	56.2	4.2	10.1	21.2	0.1	114.7
Fremont	65.4	953.8	6.3	11.1	29.9	5.5	9.1	1081.1
Goshen	14.3	4.6	329.1	7.9	0.0	1.5	0.0	357.4
Hot Springs	14.4	48.6	4.6	1.3	11.4	3.2	0.0	83.5
Johnson	26.8	0.5	1.7	0.7	14.1	85.7	0.0	129.5
Laramie	30.2	5.1	19.3	2122.7	8.7	2.1	3.3	2191.4
Lincoln	16.5	19.8	0.0	6.4	9.6	3.5	136.0	191.8
Natrona	2422.3	17.8	7.4	12.8	10.5	11.9	9.2	2491.9
Niobrara	8.6	2.6	19.1	1.8	0.0	0.0	0.0	32.1
Park	7.1	3.5	3.2	3.5	780.2	9.8	2.3	809.6
Platte	25.2	1.5	97.0	38.3	0.6	0.8	0.8	164.2
Sheridan	22.4	10.5	0.8	5.1	17.5	812.1	0.1	868.5
Sublette	17.9	6.8	1.6	2.0	15.8	2.0	29.6	75.7
Sweetwater	30.5	14.3	2.0	8.4	9.7	0.9	1231.9	1297.7
Teton	2.0	101.9	1.5	2.5	6.2	0.9	3.4	118.4
Uinta	21.2	16.0	1.4	5.1	20.2	2.0	263.8	329.7
Washakie	25.8	14.1	3.0	0.4	76.7	18.0	1.4	139.4
Weston	27.9	0.1	66.4	2.8	12.1	12.2	1.5	123.0
In-County	2422.3	953.8	329.1	2122.7	780.2	812.1	1231.9	8652.1
Out County	684.5	305.9	439.7	430.0	541.8	982.3	573.2	3957.4
Non-Residnt	161.9	92.4	250.2	218.6	587.4	210.3	171.2	1692.0
Total	3268.7	1352.1	1019.0	2771.3	1909.4	2004.7	1976.3	14301.5
% In-County	74.1%	70.5%	32.3%	76.6%	40.9%	40.5%	62.3%	60.5%
% Out Cnty	20.9%	22.6%	43.2%	15.5%	28.4%	49.0%	29.0%	27.7%
% Non-Res	5.0%	6.8%	24.6%	7.9%	30.8%	10.5%	8.7%	11.8%

* FTE values not equal to Table 1 due to rounding in enrollment program

Source: Wyoming Community College Commission Date: 7/22/97

WYOMING COMMUNITY COLLEGE SYSTEM — **Credit Headcount by Program of Study**
1996 - 1997 Annualized

College	Full-Time				Part-Time				Total			Grand
	Acad	Occup	Undec	Total	Acad	Occup	Undec	Total	Acad	Occup	Undec	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Casper	1163.5	592.0	163.0	1918.5	634.0	304.5	1355.0	2293.5	1797.5	896.5	1518.0	4212.0
Central	318.5	407.5	6.0	732.0	1264.0	208.5	15.0	1487.5	1582.5	616.0	21.0	2219.5
Eastern	245.5	190.0	76.5	512.0	142.5	59.5	1128.5	1330.5	388.0	249.5	1205.0	1842.5
LCCC	723.5	460.0	90.5	1274.0	1009.0	673.5	1995.5	3678.0	1732.5	1133.5	2086.0	4952.0
Northwest	682.5	430.0	129.0	1241.5	628.0	144.5	78.0	850.5	1310.5	574.5	207.0	2092.0
Northern	576.5	343.0	124.5	1044.0	565.5	243.5	1428.5	2237.5	1142.0	586.5	1553.0	3281.5
Western	650.0	217.0	153.0	1020.0	731.5	254.0	1100.0	2085.5	1381.5	471.0	1253.0	3105.5
Total	4360.0	2639.5	742.5	7742.0	4974.5	1888.0	7100.5	13963.0	9334.5	4527.5	7843.0	21705.0
Percent	56.3%	34.1%	9.6%		35.6%	13.5%	50.9%		43.0%	20.9%	36.1%	
Full-time/Part-time Percent				35.7%				64.3%				

Source: Wyoming Community College Commission — Date: 7/22/97

WYOMING COMMUNITY COLLEGE SYSTEM — **Level of Instruction and Student/Faculty Ratio**
1996 - 1997 Annualized

College	Full-Time Equivalency*				Full-Time Equivalency		
	Level I	Level II	Level III	Total	Student	Faculty	Ratio
1	2	3	4	5			
Casper	1679.0	1212.1	376.8	3267.9	3267.9	152	21 :1
Central	649.2	509.7	192.6	1351.5	1351.5	74	18 :1
Eastern	493.0	374.7	150.8	1018.5	1018.5	73	14 :1
LCCC	1460.3	944.2	364.3	2768.8	2768.8	141	20 :1
Northwest	1075.4	602.0	231.5	1908.9	1908.9	124	15 :1
Northern	987.8	673.4	342.9	2004.1	2004.1	110	18 :1
Western	1067.8	665.5	241.8	1976.1	1976.1	121	16 :1
Total	7412.5	4982.6	1900.7	14295.8	14295.8	795	18 :1

Level I = Lecture, Level II = Laboratory, Level III = High Technology

* FTE values not equal to Table 1 due to rounding in enrollment program.

Source: Wyoming Community College Commission — Date: 7/22/97

BEST COPY AVAILABLE

WYOMING COMMUNITY COLLEGE SYSTEM

Credit Headcount by Ethnicity
1996 - 1997 Annualized

Ethnicity	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Ethnicity Total	Percent
1	2	3	4	5	6	7	8	9	
Black Non-Hispanic	24.0	12.0	5.5	98.0	9.5	18.5	27.5	192.0	0.9%
American Indian/Alaskan	48.0	292.0	5.0	37.5	26.0	35.5	17.0	461.0	2.1%
Asian/Pacific Islander	13.0	32.0	2.5	52.5	8.5	17.5	46.0	172.0	0.8%
Hispanic	106.0	65.0	54.5	300.5	56.5	54.5	172.0	809.0	3.7%
White (Non-Hispanic)	3999.0	1524.0	1767.5	4455.0	1984.0	3138.0	2828.5	19696.0	90.7%
Non-Resident Alien	22.0	2.5	7.5	8.5	5.5	20.5	14.5	81.0	0.4%
Unknown	0.0	292.0	0.0	0.0	2.0	0.0	0.0	294.0	1.4%
Total	4212.0	2219.5	1842.5	4952.0	2092.0	3281.5	3105.5	21705.0	

Source: Wyoming Community College Commission — Date: 7/22/97

WYOMING COMMUNITY COLLEGE SYSTEM

Ten-Year History of FTE Enrollment
1996 - 1997 Annualized

Enrollment Year	Casper	Central	Eastern	LCCC	Northwest	NWCCD	Western	Total	Percent Change
1	2	3	4	5	6	7	8	9	10
1987 - 1988	2929	1014	904	2343	1509	1289	1083	11071	NA
1988 - 1989	2932	1095	977	2447	1586	1407	1391	11835	6.9%
1989 - 1990	3080	1157	915	2631	1675	1537	1617	12612	6.6%
1990 - 1991	3289	1204	1060	2783	1876	1765	1684	13661	8.3%
1991 - 1992	3496	1264	1116	2967	1979	2037	1832	14691	7.5%
1992 - 1993	3234	1146	1040	2915	1907	1946	1937	14125	-3.9%
1993 - 1994	3236	1154	963	2955	1904	1911	1917	14040	-0.6%
1994 - 1995	3271	1193	937	2886	1922	1853	2073	14135	0.7%
1995 - 1996	3156	1168	985	2835	1894	1957	2096	14091	-0.3%
1996 - 1997	3268	1352	1018	2771	1909	2004	1976	14298	1.5%
10-Year Change	11.6%	33.3%	12.6%	18.3%	26.5%	55.5%	82.5%	29.1%	

Source: Wyoming Community College Commission — Date: 7/22/97

TABLE I Students who transferred 90-100% of Community College Course Work to UW					
Case #	School	Community College Hours Earned	Transferred Toward Degree	% of Courses Transferred	Courses that did not transfer
57	WWCC	49	44	90	Remedial Math
59	NWC	58.5	58.5	100	
60	WWCC	56	55	98	Historical Touring
61	WWCC	33	33	100	
62	NWCCD	47	47	100	
63	WWCC	51	51	100	
65	WWCC	60	58	97	Remedial Grammar Skills
66	WWCC	44	44	100	
67	WWCC	41	37	90	Remedial Math
69	NWC	56	53	95	Eng. Tech./ Health Tech.
71	NWC	63.5	62	98	Remedial Math
74	WWCC	50	47	94	Extra PE credits
75	CC	49	49	100	
76	WWCC	51	51	100	
79	CC	92	88	96	Remedial Math
80	LCCC	47	47	100	
81	CWC	72	67	93	Reading Improvement
84	LCCC	52	48	92	4 extra hrs. Livestock Judging (max=6)
86	WWCC	53	53	100	
87	NWC	75	68	91	Remedial Math
88	CC	48	48	100	
89	WWCC	40	40	100	
90	LCCC	40	40	100	
91	NWC	38	38	100	
92	WWCC	47	47	100	
93	NWC	50.5	45.5	90	Remedial Math
94	WWCC	50	50	100	
95	NWC	50.5	50.5	100	
96	NWC	37.5	37.5	100	
97	WWCC	52	52	100	
98	LCCC	43	43	100	
99	NWC	53.5	51.5	96	Remedial Writing

68 TOTAL CASES

CC -- Casper College
CWC -- Central Wyoming College
EWC -- Eastern Wyoming College
LCCC -- Laramie County Community College
NWC -- Northwest College
NWCCD -- Northern Wyoming Community College District
WWCC -- Western Wyoming Community College

Number of Community College Transfer Students by Community College

Community College	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96
Casper	135	150	151	138	145	135
Central	46	44	42	41	43	33
Eastern	31	28	31	26	30	23
LCCC	111	121	119	110	109	94
Northwest	71	70	83	72	66	80
NWCCD	74	74	64	67	62	87
Western	77	66	76	99	106	89
	545	553	568	553	563	565

Number of Community College Transfer Students by University of Wyoming College

UW College	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96
Agriculture	40	44	35	41	39	57
Arts & Sciences	130	125	156	175	162	166
Business	67	69	70	33	33	67
Education	109	101	75	70	74	77
Engineering	31	31	43	41	30	53
Health Science	75	96	119	100	113	100
Undeclared	93	67	70	73	72	45
	545	553	568	553	563	565

BEST COPY AVAILABLE

SOURCE: University of Wyoming Transfer Student Report, 1996 and 1997

	HIST 1120		0	24
	HIST 1220		33	45
	HIST 1250		0	24
	HLTK 1510		40	0
	JOUR 1010		24	24
	MATH 1400		180	224
	MATH 1405		108	168
	MATH 2200		60	95
	POLS 1000		153	144
	PSYC 1000		92	68
	SOC 1000		0	45
	SPAN 1010		0	64
	SPAN 1020		0	160
	WELD 1700		9	15
	WELD 1720		27	0
	WELD 1755		0	18
	WELD 1771		0	9
	WELD 1780		0	9
	ZOO 2015		32	12
	ZOO 2025		32	16
LCCC	ENTK1990		NR	120
	MATH2200		NR	50
	ENGL1010		NR	50
	DVST0630		NR	123
	DVST0900		NR	123
Northwest	96/FA*ANTH*1300*40		NR	45
	96/FA*ANSC*1022*30		NR	15
	97/SP*ANSC*1024*30		NR	15
	97/SP*ENGL*1010*40		NR	48
	97/SP*MUSC*1388*40		NR	3
NWCCD	ACCT1050	Practical Accounting	0	96
	ACCT2010	Accounting I	72	48
	AECL1001	Ag Ecology	0	40
	AGEC1000	Ag Orientation	16	32
	AGEC1100	Intro Comp Ag Records	0	24
	AGEC2020	Farm/Ranch Management	0	52
	AGEC2360	Ag Sales	84	12
	AGRI1010	Computers in Ag	15	42
	AGTK1650	Farm Pwr Machines	64	0
	AGTK1990	Preventative Maintenance	0	51
	AGTK1990	Ag Construction Systems	0	57
	ANSC1010	Livestock Production	56	200
	AQTK1500	Into to Aquaculture	33	39
	AQTK1520	Aquaculture Systems	0	24
	BOTK1640	Keyboard Apps I	0	74
	CMAP1600	DOS I	12	0
	CMAP1610	Windows I	0	7
	CMAP1680	Microcomputer Applications	0	12
	CMAP1700	Word Processing	12	51
	CROP1150	Pest Safety Application	0	33
	ENGL1010	English Comp I	150	336
	ENGL1020	English Comp II	129	261
	HIST1210	US History I	0	147
	HIST1220	US History II	0	123
	MATH2200	Calculus I	96	164
	MATH2205	Calculus II	0	12
	MATH2350	Business Calc I	0	44

WYOMING COMMUNITY COLLEGE SYSTEM
Dual Credit Enrollment

		Freshman	Sophmore	Junior	Senior	Unknown	TOTAL
Casper	Fall 1996	0	13	79	137	0	229
	Spring 1997	0	10	7	65	0	82
	Acad Year	0	23	86	202	0	311
Central	Fall 1996	0	0	0	0	19	19
	Spring 1997	0	0	0	0	68	68
	Acad Year	0	0	0	0	87	87
Eastern	Fall 1996	0	0	6	81	220	307
	Spring 1997	0	0	5	70	136	211
	Acad Year	0	0	11	151	356	518
LCCC	Fall 1996	1	2	5	49	0	57
	Spring 1997	7	12	27	48	0	94
	Acad Year	8	14	32	97	0	151
Northwest	Fall 1996	0	0	0	13	0	13
	Spring 1997	0	0	0	14	0	14
	Acad Year	0	0	0	27	0	27
Northern	Fall 1996	0	28	112	187	0	327
	Spring 1997	0	10	101	249	0	360
	Acad Year	0	38	213	436	0	687
Western	Fall 1996	0	0	0	0	0	0
	Spring 1997	0	0	4	4	0	8
	Acad Year	0	0	4	4	0	8
TOTAL	Fall 1996	1	43	202	467	239	952
	Spring 1997	7	32	144	450	204	837
	Acad Year	8	75	346	917	443	1789

SOURCE: Wyoming Community Colleges, August 1997

EXHIBIT G

WYOMING COMMUNITY COLLEGE SYSTEM — **Compensation Plan**

100% of Comparator Groups

College	Administrators %	Administrators Amount	Faculty %	Faculty Amount	Support Staff %	Support Staff Amount	Professional %	Professional Amount	Total Amount	Benefits	Grand Total
Casper	92.5%	72,666	98.2%	92,475	98.2%	41,307	86.7%	118,675	325,123	63,074	388,197
Central	77.0%	55,383	80.3%	320,948	83.9%	127,118	65.7%	207,163	710,612	137,859	848,471
Eastern	86.0%	54,780	89.0%	296,086	112.0%	0	85.0%	111,609	462,475	89,720	552,195
LCCC	92.6%	87,696	91.4%	260,803	98.5%	31,945	92.6%	61,448	441,892	85,727	527,619
Northwest	84.4%	54,001	89.3%	354,173	90.7%	94,139	88.0%	123,346	625,659	121,378	747,037
Northern	89.9%	77,952	91.1%	191,064	89.4%	126,464	86.0%	58,068	453,548	87,988	541,536
Western	90.7%	81,245	92.6%	154,333	112.4%	0	94.1%	11,743	247,321	47,980	295,301
Totals									3,266,630	633,726	3,900,368
Biennium											7,800,712
WPTV					84.2%	12,880	92.8%	16,727	29,607	5,744	35,351
Biennium											70,702

90% of Comparator Groups

College	Administrators %	Administrators Amount	Faculty %	Faculty Amount	Support Staff %	Support Staff Amount	Professional %	Professional Amount	Total Amount	Benefits	Grand Total
Casper	92.5%	0	98.2%	0	98.2%	0	86.7%	29,275	29,275	5,679	34,954
Central	77.0%	25,819	80.3%	106,118	83.9%	47,868	65.7%	102,206	282,031	54,714	336,745
Eastern	86.0%	13,482	89.0%	97,061	112.0%	0	85.0%	58,520	169,063	32,798	201,861
LCCC	92.6%	0	91.4%	0	98.5%	0	92.6%	0	0	0	0
Northwest	84.4%	19,423	89.3%	22,635	90.7%	0	88.0%	20,948	63,006	12,223	75,229
Northern	89.9%	5,418	91.1%	0	89.4%	6,460	86.0%	24,804	36,682	7,116	43,798
Western	90.7%	0	92.6%	0	112.4%	0	94.1%	0	0	0	0
Totals									580,057	112,531	692,588
											1,385,176
WPTV					84.2%	3,809	92.8%	0	3,809	739	4,548
											9,096

Cost to Fund Plans

90% of Comparator Groups	1,385,176
Local Funds Available (37.2%)	515,286
State Aid (Standard Budget)	869,891
100% of Comparator Groups	7,800,712
Standard Budget	1,385,176
Exception Budget Request	6,415,536

WPTV

90% of Comparator Groups	9,096
Local Funds Available (66%)	6,003
State Aid (Standard Budget)	3,093
100% of Comparator Groups	70,702
Local Funds Available (66%)	46,663
Standard Budget	9,096
Exception Budget Request	14,943

BEST COPY AVAILABLE

Deferred Maintenance Projects Summary - Page 2

College	Building	Item	Renewal Date	Building Cost	College Cost	System Cost
LCCC continued	Business	7 projects	1993-1998	554,000		
	CCC	8 projects	1988-1997	789,000		
	Construction Trade	1 project	1997	39,000		
	EEC	1 project	2000	38,000		
	Fine Arts	4 projects	1993-1998	215,000		
	IRC	8 projects	1987-1998	475,000		
	PE	7 projects	1988-1999	558,340		
	Physical Plant	5 projects	1990-1997	284,000		
	Science	1 project	1993	5,000		
	Site	12 projects	1990-1998	1,032,100		
	Student Services	Exterior restoration	1996	33,100		
	Welding	3 projects	1984-1989	183,200		
LCCC Total					5,208,140	
Northwest	General	9 projects	1993-97	396,700		
	Frisby Building	1 project	1996	40,000		
	Orendorff Bldg	1 project	1996	17,000		
	Hinkley Library	1 project	1997	12,500		
	Cabre Gym	1 project	1996	55,000		
	DeWitt Student Cnt	3 projects	1993-95	1,577,000		
	Dormitories	6 projects	1993-97	416,000		
	Trapper Village	2 projects	1997	106,000		
	Mickelson Field Stn	1 project	1996	23,920		
	Equine Center	2 projects	1994-96	45,000		
	Maintenance Fac.	1 project	1996	80,000		
Northwest Total					2,769,120	
Northern	Whitney Building	14 projects		2,762,000		
	Griffith Memorial	2 projects		185,000		
	Science Building	4 projects		88,000		
	Thorne-Rider	2 projects		90,000		
	Technical Center	2 projects		75,000		
	Site Improvements	3 projects		765,000		
	Gillette Campus	3 projects		270,000		
Nothern Total					4,213,000	
Western	Main Campus	13 projects	1984-1997	581,000		
	Old Residence Hall	4 projects	1988	473,000		
	Rocky Mtn Hall	1 project	1997	23,000		
Western Total					1,087,000	
System						25,770,260

EXHIBIT I

WYOMING COMMUNITY COLLEGE SYSTEM

Education Technology

	Course	Type	Headcount Enrollment Fall 1994	Spring 1995	Headcount Enrollment Fall 1995	Spring 1996	Headcount Enrollment Fall 1996	Spring 1997
Casper	COM 2470	Telecourse	0	0	0	0	8	0
	G&R 1020	Telecourse	0	0	0	0	0	4
	G&R 1030	Telecourse	0	0	0	0	9	8
	GEOL 1100	Telecourse	0	7	4	3	16	15
	MATH 1000	Telecourse	0	0	0	0	12	11
	MGT 2100	Telecourse	0	0	0	0	0	9
	MKT 1000	Telecourse	0	0	0	0	7	0
	MKT 2100	Telecourse	9	5	0	0	0	0
	SPAN 1010	Telecourse	0	0	0	0	20	0
	SPAN 1020	Telecourse	0	0	0	0	0	7
	STAT 2070	Telecourse	0	0	0	0	0	9
	ENGL 1010	Internet	0	0	0	0	0	9
	G&R 1010	Internet	0	0	0	0	0	24
	MATH 1400	Internet	0	0	0	0	0	3
	POLS 1000	Internet	0	0	0	0	0	10
	TOTAL		9	12	4	3	72	109
Central	ANTH 1200	Telecourse	52	0	0	0	0	0
	ANTH 1300	Telecourse	0	59	0	46	0	44
	ART 1010	Telecourse	1	0	0	0	0	0
	BADM 1000	Telecourse	0	0	16	0	0	0
	BADM 2010	Telecourse	0	0	0	0	0	40
	BADM 2020	Telecourse	0	0	43	0	0	0
	ENGL 1010	Telecourse	30	0	19	0	37	40
	ENGL 1020	Telecourse	21	42	0	27	27	33
	G&R 1030	Telecourse	0	0	0	0	28	0
	HIST 1210	Telecourse	0	0	20	0	0	0
	HIST 1220	Telecourse	0	0	0	20	0	0
	HUM 2435	Telecourse	0	51	30	45	0	0
	MATH 1000	Telecourse	38	0	23	0	20	0
	MGT 2100	Telecourse	0	0	0	31	0	0
	MKT 1000	Telecourse	0	0	0	0	18	0
	MKT 1200	Telecourse	0	29	0	0	0	0
	POLS 1000	Telecourse	56	0	44	0	62	54
	PSYC 1000	Telecourse	0	0	0	0	36	0
	PSYC 2325	Telecourse	30	0	17	0	0	0
	SOC 1000	Telecourse	38	0	0	51	0	50
	SOC 2020	Telecourse	0	0	16	0	25	0
	SPAN 1010	Telecourse	41	0	24	0	28	0
	SPAN 1020	Telecourse	0	14	0	11	0	9
	TOTAL		307	195	252	231	281	270
Eastern	No distance education courses offered through Spring 1997							
LCCC	POLS 1000	Telecourse	43	9	34	31	29	38
	PSYC 2300	Telecourse	22	10	32	16	16	18
	ENGL 1010	Telecourse	23	24	28	15	19	22
	ENGL 1020	Telecourse	16	13	20	16	14	14
	PSYC 1000	Telecourse	36	30	20	25	30	19
	HIST 1210	Telecourse	21	14	15	11	13	0
	HIST 1220	Telecourse	0	0	0	0	0	0
	HUMN 2025	Telecourse	12	17	14	25	22	24
	BADM 1000	Telecourse	23	12	15	14	16	0
	HUMN 2026	Telecourse	14	13	0	0	0	0
	MATH 1000	Telecourse	11	17	0	0	0	0
	ECON 1000	Telecourse	35	0	22	0	26	0
	PHIL 2301	Telecourse	0	36	0	14	0	13
	MGT 1050	Telecourse	0	23	0	17	0	32

SOURCE: Wyoming Community Colleges, August 1997

BEST COPY AVAILABLE

EXHIBIT K

BIENNIA COMPARISON	1995-96 Biennium	Percentage Distribution	1997-98 Projected	Percentage Distribution	1999-00 Requested	Percentage Distribution
1	2	3	4	5	6	7
Revenue						
Tuition and Fees	24,934,968	11.4%	28,553,786	13.6%	28,213,057	13.6%
State Appropriations	89,420,347	40.9%	88,063,706	41.9%	86,478,653	41.8%
Local Appropriations	27,145,035	12.4%	24,806,555	11.8%	23,728,719	11.5%
Federal Grants and Contracts	18,201,647	8.3%	20,643,784	9.8%	20,643,784	10.0%
State Grants and Contracts	7,861,457	3.6%	7,600,728	3.6%	7,600,728	3.7%
Local Grants and Contracts	2,109,959	1.0%	2,056,338	1.0%	2,056,338	1.0%
Private Gifts/Grants/Contracts	3,013,472	1.4%	1,077,380	0.5%	1,077,380	0.5%
Sales and Services/Auxiliary	17,667,614	8.1%	18,193,320	8.7%	18,193,320	8.8%
Sales and Services/Educational	101,351	0.0%	171,654	0.1%	171,654	0.1%
Other Sources	3,870,222	1.8%	3,653,860	1.7%	3,653,860	1.8%
Total Revenue	194,326,072	88.8%	194,821,081	92.7%	191,817,493	92.6%
Other Funding Sources						
Carryover	18,339,880	8.4%	9,453,901	4.5%	9,453,901	4.6%
Transfers	958,082	0.4%	534,668	0.3%	534,668	0.3%
Other Sources	5,240,747	2.4%	5,240,747	2.5%	5,240,747	2.5%
Total Other	24,538,709	11.2%	15,229,316	7.3%	15,229,316	7.4%
Total Current Funds Revenue and Oth	218,864,781	100.0%	210,050,397	100.0%	207,046,809	100.0%
Expenditures by Program						
Instructions	72,856,999	36.4%	74,617,625	36.4%		0.0%
Research	1,300	0.0%	3,000	0.0%		0.0%
Public Service	3,479,797	1.7%	3,316,369	1.6%		0.0%
Academic Support	12,252,655	6.1%	12,253,880	6.0%		0.0%
Student Services	16,120,015	8.1%	16,624,627	8.1%		0.0%
Institutional Support	23,123,486	11.6%	23,194,505	11.3%		0.0%
Operations and Maintenance	34,455,470	17.2%	34,214,548	16.7%		0.0%
Scholarships and Fellowships	18,574,966	9.3%	20,450,953	10.0%		0.0%
Auxiliaries	17,500,681	8.7%	18,135,138	8.9%		0.0%
Total Expenditures	198,365,369	99.1%	202,810,645	99.0%	0	0.0%
Mandatory Transfers	790,005	0.4%	781,727	0.4%		0.0%
Non-Mandatory Transfers	977,970	0.5%	400,856	0.2%		0.0%
Total Transfers	1,767,975	0.9%	1,182,583	0.6%	0	0.0%
Non-Budgeted		0.0%	816,423	0.4%		0.0%
Total Budgeted/Transfer/Non-budgete	200,133,344	100.0%	204,809,651	100.0%	0	0.0%
Expenditures by Series						
Salary	93,134,579	46.5%	95,439,709	46.6%		0.0%
Benefits	23,411,715	11.7%	24,447,410	11.9%		0.0%
Operating Expenses	61,460,575	30.7%	67,632,573	33.0%		0.0%
Capital Outlay	20,358,499	10.2%	15,290,952	7.5%		0.0%
Total Expenditures	198,365,368	99.1%	202,810,644	99.0%	0	0.0%
Mandatory Transfers	790,005	0.4%	781,727	0.4%		0.0%
Non-Mandatory Transfers	977,970	0.5%	400,856	0.2%		0.0%
Total Transfers	1,767,975	0.9%	1,182,583	0.6%	0	0.0%
Non-Budgeted		0.0%	816,423	0.4%		0.0%
Total Budgeted/Transfer/Non-budgete	200,133,343	100.0%	204,809,650	100.0%	0	0.0%

Common Needs of the Wyoming Community College System

COLLEGE	SALARIES (1)	NEW PERSONNEL	EMPLOYEE BENEFITS (2)	INSTITUTIONAL EQUIPMENT (3)	DEFERRED MAINTENANCE (4)	INCREASED OPERATING EXPENSES (5)	FINANCIAL AID FOR STUDENTS (6)	NEW PROGRAMS (7)	EMPLOYEE TRAINING/ DEVELOPMENT
Casper College	1	0	3	7	6	2	4	8	5
Central Wyoming College	1	0	6	3	4	2	8	7	5
Eastern Wyoming College	1	5	6	3	5	2	8	4	7
Laramie County Community College	1	0	1	4	3	2	7	8	6
Northwest College	1	0	1	4	5	3	2	6	*
Northern Wyoming Community College District	1	0	3	6	7	2	8	4	5
Western Wyoming Community College	1	0	1	3	5	4	6	** 2	** 2
Totals:	7	5	21	30	35	17	43	39	30
Ranking	1	0.7	3	4.3	5	2.4	6.1	5.6	4.3

57

(1) Salaries
(2) Increased Operating Expenses
(3) Employee Benefits
TIE: (4) Institutional Equipment & (5) Employee Training and Development
(6) Deferred Maintenance
(7) New Programs
(8) Financial Aid for Students

* See all others

** Alternative Delivery Systems

EXHIBIT N

DATA SOURCE: NATIONAL CENTER FOR EDUCATIONAL STATISTICS **Comparative Cost Data**
Integrated Postsecondary Education Data System (IPEDS)
(Adjusted to remove Wyoming Public Television from Central Wyoming College amounts)

Fall 1995 Enrollment (Mean)	Wyoming	Mountain	U.S.
Number of Colleges	7	63	805
Headcount	2,580	5,284	5,476
Part-time	1,425	3,766	3,543
Part-time/3=FTE	475	1,255	1,181
Full-time	1,154	1,518	1,933
Total FTE	1,630	2,773	3,114

	Casper	Central	Eastern	LCCC	Northwest	Northern	Western
Institution ID Number	240,505	240,514	240,596	240,620	240,657	240,666	240,693
Headcount	3,743	1,510	1,424	4,201	1,878	2,555	2,748
Part-time	1,708	851	932	2,842	590	1,455	1,600
Part-time/3=FTE	569	284	311	947	197	485	533
Full-time	2,035	659	492	1,359	1,288	1,100	1,148
Total FTE	2,604	943	803	2,306	1,485	1,585	1,681

Current Funds Revenues (FY 95-96) WY, Mountain States, United States Percent of Total Current Fund Revenues	WY MEAN [000]	% TOTAL CF REV	M.S. MEAN [000]	% TOTAL CF REV	U.S. MEAN [000]	% TOTAL CF REV
Tuition and fees	1,776	13.1%	4,421	20.4%	5,189	20.9%
Federal appropriations	0	0.0%	18	0.1%	56	0.2%
State appropriations	6,419	47.3%	6,990	32.3%	8,484	34.2%
Local appropriations	1,927	14.2%	4,398	20.3%	4,012	16.2%
Federal grants & contracts	1,230	9.1%	2,727	12.6%	3,080	12.4%
State grants & contracts	309	2.3%	776	3.6%	1,340	5.4%
Local grants & contracts	122	0.9%	63	0.3%	151	0.6%
Private gifts, grants & contracts	145	1.1%	325	1.5%	237	1.0%
Endowment income	6	0.0%	91	0.4%	19	0.1%
Sales & services of educational activiti	17	0.1%	92	0.4%	151	0.6%
Auxiliary enterpises	1,319	9.7%	1,299	6.0%	1,360	5.5%
Other sources	289	2.1%	409	1.9%	728	2.9%
Independent operations	0	0.0%	41	0.2%	13	0.1%
Total current funds revenues	13,559	100.0%	21,651	100.0%	24,819	100.0%

Current Funds Revenues (FY 95-96) WY, Mountain States, United States Means Per FTE for Revenue Source - Actual $	WY MEAN [000]	% TOTAL FTE	M.S. MEAN [000]	% TOTAL FTE	U.S. MEAN [000]	% TOTAL FTE
Tuition and fees	1,776	1,090	4,421	1,594	5,189	1,666
Federal appropriations	0	0	18	6	56	18
State appropriations	6,419	3,939	6,990	2,520	8,484	2,724
Local appropriations	1,927	1,183	4,398	1,586	4,012	1,288
Federal grants & contracts	1,230	755	2,727	983	3,080	989
State grants & contracts	309	189	776	280	1,340	430
Local grants & contracts	122	74	63	23	151	49
Private gifts, grants & contracts	145	88	325	117	237	76
Endowment income	6	4	91	33	19	6
Sales & services of educational activiti	17	10	92	33	151	49
Auxiliary enterpises	1,319	808	1,299	468	1,360	437
Other sources	289	178	409	148	728	234
Independent operations	0	0	41	15	13	4
Total current funds revenues	13,559	8,318	21,651	7,807	24,819	7,970